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# EDUCATIONAL LEVEL OF VETERANS AND POSTWAR ENROLLMENTS


*By*
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At what levels of education and in what numbers will returning veterans who resume schooling likely be found? How does the education of service men and women of World War II compare with soldiers of World War I? The second question is of general interest, and any usable forecast on the first should be helpful to those responsible for planning education for the postwar period.

It is reliably estimated that not more than 375,000 of the 4 million veterans of World War I ever returned to full-time schooling at all levels. And it is known that 179,000 of these were receiving vocational rehabilitation at government expense. Since just over 8 per cent of all veterans were eligible to enter or resume college and university work, it is evident that veterans of World War I constituted a small proportion of the total college enrollment of that postwar period.

There is every reason to suppose that larger proportions and vastly larger numbers of World War II veterans will resume formal education of one kind or another. They are younger and their prewar education averages much higher, both of which are factors that stimulate a continuation of formal schooling. Moreover, the current crop of veterans has the additional powerful incentive of free school costs plus $50 per month ($75 for those with dependents) for maintenance.

For perspective, Table I compares the educational level of Army enlisted men at the time they entered two world wars. Each sample was carefully selected to make it representative of all enlistments. If college graduation is assumed to qualify one for advanced graduate and professional work, nearly four of each hundred World War II veterans are eligible as compared to one from World War I. Theoretically, all high-school graduates plus the individuals enrolled in the freshman, sophomore, and junior years of college are eligible to enter or resume college work. By this criterion, an inspection of Table I shows that approximately 7 per cent of the men of 1917–18 were eligible as compared to 36 per cent of the Army enlisted men now in service. Through Army educational and technical courses, many of the men who had completed only the third year of high school will be able—perhaps after some additional study—to undertake college-level work. Only one of each 40 veterans of 1917–18 were at this level as compared to one of every 9 veterans of this war.


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It is the judgment of experienced educators that not many young adults who have served in the Armed Forces and who were below third-year high school at the time of entry, will complete the customary high-school program. It is believed that most of these who continue formal schooling will want either part-time or short intensive technical courses that will fit them for a civilian job. It is hoped, of course, that this group may be induced to take some courses for improving their fitness to be citizens and homemakers. After World War I, except for disabled veterans, almost nothing was done to encourage further education and retraining for the 65 per cent of the Army whose education was above the fifth grade and below the third year of high school. With the aid available under the "GI Bill of Rights" there is good reason to expect that the 46 per cent of the present Army whose formal education was between the fifth grade and the conclusion of the second year of high school will overtax the facilities of full-time and part-time vocational, technical, and trade schools. There is likely to be a great shortage both in the number and in the variety of these schools for meeting the postwar needs of returning veterans and other young adults who will not attend college.

Pending completion of a comprehensive poll of the educational and vocational intentions of a representative sampling of men and women now in the Armed Forces, it is believed that the data in Table II may be of some use to educators in estimating where the educational load will fall. It is a statistical consolidation of information on the educational levels of enlisted personnel from all branches of the armed services. It was developed from an 8-million person sample, supplied by the Army, Navy, Marine Corps, and Coast Guard, so as to extend the figures to express the approximate proportion of 11,000,000 enlisted men and women who were at each educational level.

TABLE I

DISTRIBUTION OF A SAMPLING OF ARMY ENLISTED MEN IN WORLD WAR I AND WORLD WAR II, BY YEARS OF EDUCATION

| Years of schooling | World War I[1] | | World War II[2] | |
|---|---|---|---|---|
| | Number | Per cent | Number | Per cent |
| *College* | | | | |
| 4 years and over | 811 | 1.0 | 240,582 | 3.6 |
| 3 years | 597 | 0.8 | 133,432 | 2.0 |
| 2 years | 1,010 | 1.3 | 268,212 | 4.0 |
| 1 year | 1,192 | 1.5 | 423,209 | 6.3 |
| *High school* | | | | |
| 4 years | 2,745 | 3.5 | 1,571,164 | 23.3 |
| 3 years | 1,866 | 2.4 | 756,487 | 11.2 |
| 2 years | 3,309 | 4.2 | 734,130 | 10.9 |
| 1 year | 4,243 | 5.4 | 529,433 | 7.8 |
| *Grade school* | | | | |
| 8–5 years | 43,819 | 55.5 | 1,844,464 | 27.4 |
| 4–0 years | 19,348 | 24.4 | 237,887 | 3.5 |
| Total ..... | 78,940 | 100.0 | 6,739,000 | 100.0 |

[1] Adapted from data in Chapter 10, Volume 15. *Memoirs*. National Academy of Sciences. Washington, D. C. U. S. Government Printing Office. 1921.
[2] Supplied by the AGO, War Department.

TABLE II

ESTIMATED DISTRIBUTION OF ENLISTED PERSONNEL IN ARMED FORCES BY YEARS OF EDUCATION

| Years of schooling | Men | | Women | |
|---|---|---|---|---|
| | Number (Millions) | Per cent | Number (Thousands) | Per cent |
| *College* | | | | |
| 4 years and over | .3 | 3.1 | 13.4 | 6.7 |
| 3 years | .2 | 1.7 | 3.8 | 1.9 |
| 2 years | .4 | 3.4 | 10.7 | 5.4 |
| 1 year | .6 | 5.2 | 12.2 | 6.1 |
| *High School* | | | | |
| 4 years | 2.6 | 24.7 | 101.2 | 50.6 |
| 3 years | 1.3 | 11.7 | 17.6 | 8.8 |
| 2 years | 1.3 | 12.1 | 22.6 | 11.3 |
| 1 year | .9 | 8.7 | 7.5 | 3.8 |
| *Grade School* | | | | |
| 1–8 years | 3.2 | 29.4 | 10.8 | 5.4 |
| Total | 10.8 | 100.0 | 199.8 | 100.0 |

It is notable that the inclusion in Table II of men from the other Armed Forces does not significantly change the proportions at any educational level from that shown for Army enlisted men in Table I. Schools and colleges interested in the education of women returning from the Armed Forces should note that 70 per cent of the WAVES, WACS, SPARS, and women Marines are eligible for college-level programs of study. The fact that the women were a specially selected group while the men are a cross-section of the able-bodied male population accounts for the differences in the proportion at each educational level.

The State Director of Selective Service probably can supply more applicable norms to those responsible for postwar educational planning in an individual state. The importance of this step is suggested by contrasting the national picture presented in Table II with that of a southern state that shall remain unidentified.

In that state 33 per cent of white selectees and 82 per cent of the Negro selectees had completed the eighth grade or less. From one through three years of high-school work had been completed by 22 per cent of the whites and by 10 per cent of the Negroes; 25 per cent of the whites and 5 per cent of the Negroes were high-school graduates. From one through three years of college work had been completed by 13 per cent for the whites and 2 per cent for the Negroes; 7 per cent of the whites and one per cent of the Negroes were college graduates or postgraduates. Providing postwar education for returning veterans in this state is obviously a different job from that of a state whose veterans more nearly approximate national norms.

Since Table II includes men and women of all ages, those who are married or who have heavy business responsibilities, and those who for other reasons have no intention of again entering on formal schooling, it should be considered no more than a crude theoretical index of the number of potential postwar students that may be expected from the Armed Forces. These crude norms may be somewhat refined by an Army forecast reported in the U. S. Office of Education periodical, *Education for Victory*, March 3, 1944, based on educational intentions expressed by a sample consisting of 10,000 soldiers then on duty in the United States.

After calculations for a variety of contingencies, this survey estimates that, with government financial aid, as many as 12 per cent may return to full-time school and college. When the men were urged to express a definite intention the percentage dropped to 7, and 3 of the 7 per cent said they would not return to full-time school if good jobs are available. It is highly significant to note that of the 7 per cent who indicated a serious intention of returning to full-time education at least three fourths were high-school graduates or above, were under 25 years of age, or were unmarried. Half of the group had been out of school one year or less at the time they entered the Army. It seems reasonable to infer that the bulk of the Armed Forces who are likely to return to full-time school and college will have similar characteristics.

Altogether 19 per cent of the 10,000 men say they expect to return to school or college as part-time students. This figure is also probably high, since it is made up of 13 per cent who plan for full-time programs but who think they are likely to end up as part-time students, and of 6 per cent who had not expressed any interest in full-time schooling.

The Army now has under way a more extensive study of the educational and vocational intentions of officers and enlisted men from every theatre of the war. Partial returns follow the pattern indicated by the study just quoted.

From Armed Forces that may aggregate 12 million men and women, reliable estimates indicate that schools and colleges of the country may expect a total full-time enrollment of from 600,000 to 800,000 veterans, and that they may expect an additional 1,000,000 or 1,500,000 part-time students from the Armed Forces. But such imponderables as the length of the war, the nature and rate of demobilization, and the peacetime employment situation may destroy whatever validity these informed guesses now have.

It is now evident that the Army plan for partial demobilization after victory in Europe will delay rather than expedite the return of able bodied college age men to the campus. The Army has announced that it will use a formula which gives an as yet undesignated point value to length of service, number of dependents, overseas service, and combat record. Moreover, it should be noted that the War Department has said it will not release any men necessary to the prosecution of the war in the Pacific theatre. Educators should also keep in mind that those who do return to school will be in attendance for varying periods and will be spread unevenly over the seven or more years during which the Veterans Administration will provide financial assistance. If good jobs are available when the veteran is separated from the service he may decide to work awhile, since he may begin to take advantage of the educational provisions of the "GI Bill" any time within two years following a declaration of peace. Those who plan for the education of veterans may also expect them to distribute themselves unevenly in different types of schools and curricula.

# Events . . .

## "CONSERVATION EDUCATION" PARTICULARLY SIGNIFICANT IN WARTIME

"EDUCATION FOR CONSERVATION" is an enduring responsibility that is likely to be underemphasized if not wholly neglected in this protracted period of an inescapably lavish using up of resources, both natural and human. Our present-day unprecedented prodigality is clearly justified by the fundamental values that are at stake in the world crisis, but the prevention of needless waste should certainly be recognized as all the more important at a time when unavoidable waste reaches almost astronomical proportions.

One of the national organizations that has long taken a position of leadership in the promotion of measures for the conservation of natural resources is the Izaak Walton League of America. A recently published pamphlet of the league records the proceedings of a meeting held in Chicago last spring under the auspices of its Committee on Conservation Education.

Henry Baldwin Ward, chairman of the committee and professor emeritus of zoology, University of Illinois, briefly chronicled the "History of the Movement for Education in Conservation." After outlining the numerous steps that have been taken to acquaint the general public with the need of conservation and the significance of its problems, Dr. Ward concluded that the solution lies in the school program. "No other control is strong enough to do the work or broad enough to reach the roots of our difficulties."

Dr. Ward's address was followed by a setting forth of specifications for effecting the ends of conservation education through planned work in the schools. Thomas Eliot Benner, dean, College of Education, University of Illinois, in a paper, "The Inception of Planned Work and Its Progress," took the position that "conservation will come into the program of public education not as a new subject but, rather, as modifications of existing subjects." He instanced the success that has attended the co-operative efforts of the CAA and educational workers to promote through the schools an adequate understanding of the far-reaching influence which the development of air travel and transportation will exert over human affairs. This has been accomplished by providing an abundance of relevant materials that can be incorporated by teachers in the courses they are now teaching. Dr. Benner believes that a similar program on a similarly nation-wide scale would most effectively promote the ends of conservation education.

Frank E. Baker, president, Milwaukee State Teachers College, speaking on "The Road Ahead and the Next Step," agreed with Dr. Benner's thesis. "Any new course in conservation," he said, "would have to be an elective course and hence reach relatively few pupils. But if you can put conservation into your biology, . . . into your history, . . . into your physiology and hygiene, then all the students will get it. . . ." With specific reference to the preparation of teachers to carry on the conservation program, President Baker maintained that college courses in biology could, with profit to all concerned, be relieved of much time-consuming laboratory detail (such as "drawings and repeated drawings") and thus make room for materials and activities relating to conservation. He emphasized particularly the need of frequent field trips and recommended summer camps and field stations where teachers and prospective teachers could study conservation problems at first hand.

The meeting concluded with an address, "The Editor's View of Conservation," by Tom Wallace, editor, *The Louisville Times*, who spoke especially of the value of supplementing or complementing school instruction in conservation by press propaganda—using the term in its best sense. At conservation meetings, he said, "people talk to each other too much and not enough to the public." He went on to discuss, from the editor's point of view, the most effective ways of securing newspaper co-operation in the conservation program.

The national headquarters of the Izaak Walton League of America are in the LaSalle Hotel, Chicago, 18th floor. Kenneth A. Reid is the executive director. Paul Clement, Minneapolis, is president.—W. C. B.

## A POLL OF PUBLIC OPINION AS TO TEACHERS' SALARIES

IN the opinion of most civilian adults, the more than a million school teachers in the

United States are paid too little for the work they are expected to do, it was revealed in survey results released recently by the National Opinion Research Center, University of Denver. A nation-wide survey discloses that out of every 100 Americans 58 think teachers are *underpaid* and only two think teachers are paid *too much*. Thirty-one out of every 100 think teachers are paid *about right*, and nine are undecided.

Only in large metropolitan districts and in the New England and Middle Atlantic states—where teachers' salaries average considerably higher than in the nation as a whole—do less than a majority of the public think teachers underpaid. In all other sections of the United States and in cities, towns, and rural communities, clear majorities believe that teachers' salaries are insufficient.

Most likely to consider teachers underpaid are residents of the South. In southern towns and cities of 10,000 or more population, 72 per cent say teachers are paid too little for the job they are expected to do. In smaller towns and rural areas in the South, 62 per cent consider teachers underpaid. In the North and West, only 45 per cent of persons in the large metropolitan areas of 1,000,000 or more population believe that teachers are paid too little, but the figure rises to 60 per cent in smaller cities and to 62 per cent in small towns and rural areas.

The spread of opinion occupationally and educationally is particularly significant. Persons with some college education and those in professions are most likely to consider teachers underpaid. As the scale descends occupationally and educationally, so the percentage thinking teachers are paid too little decreases. Possibly individuals tend to compare their own status with that of teachers and make their judgments accordingly. By occupation, the percentages thinking teachers are underpaid are as follows: professional workers, 74 per cent; business and white-collar workers, 64 per cent; farmers, 60 per cent; skilled craftsmen, 55 per cent; semiskilled workmen, 50 per cent; domestic and service workers, 49 per cent; unskilled manual laborers, 45 per cent.

Of persons who have attended college, 78 per cent consider the teaching profession underpaid; of those who have attended high school, 61 per cent; and of individuals who have never gone beyond grade school or have no education at all, 44 per cent. The report adds:

> This survey was conducted before the 1944–45 salary schedules had gone into effect. Previously published figures of the NEA indicated that in only three states of the Union did all teachers receive $100 a month or more, and in one state half the teachers were paid $50 a month or less. In 1941 and 1942, when teachers over the nation had an average income of approximately $1,500, factory workers were earning $2,050 on an average, and doctors and lawyers, between $4,500 and $5,000.

## THE ACE RECOMMENDS STEPS IN DEVELOPING AUDIO-VISUAL PROGRAMS

SPECIFIC recommendations for the development of audio-visual programs in schools, school systems, and colleges have just been released by the American Council on Education in its publication, "A Measure for Audio-Visual Programs in Schools." These basic statements are the first attempts to outline a comprehensive plan for the development of programs on all organizational levels—individual building, local school system (county, city, and town), state department of education, and state institutions of higher education. The recommendations indicate the desirable interrelationships of the various levels as well as their specific functions. Statements on functions, personnel, equipment, materials, teacher training, and financial support reflect an underlying philosophy which the authors of the report believe to be "in line with the best thinking in the field."

The recommendations are offered for the consideration of those school systems that have organized departments of audio-visual education as well as those that plan to inaugurate or expand such departments. For the former, the recommendations will serve as a measure of present effectiveness and completeness of the local program; for the latter, they provide a framework upon which to build.

In his foreword to the study, George F. Zook, president of the council, says:

> During the past decade the council has carried on studies in the field of audio-visual education. We are more certain today, than ever before, of the importance of these instructional tools in the future of education. . . . I feel it is important that we examine our present progress, and lack of progress,

as a point of departure for future development. Comprehensive planning should initiate the expanded use of audio-visual materials which have been so universally predicted. The best possible development of programs of audio-visual education should be our concern.

The report was prepared by Helen Hardt Seaton for the Committee on Visual Aids in Education. It is available at the American Council on Education, 744 Jackson Place, Washington 6, for 40 cents a copy.

## LIBRARY SCHOLARSHIPS AND ASSISTANTSHIPS AT THE UNIVERSITY OF ILLINOIS

SEVERAL scholarships and assistantships will be available for graduate students in library science at the University of Illinois for the academic year 1945–46. Candidates "must hold an A.B. degree from an accredited college and a degree or certificate for the first year of professional study in librarianship from an accredited library school."

The Katharine L. Sharp Scholarship, maintained from the income of an endowment fund established by the Alumni Association, provides a stipend of $300 for the year and exemption from tuition fees. Applications . . . should be filed no later than February 15, 1945. Announcement of the award will be made on April 1.

University scholarships carry a stipend of $350 and exemption from the payment of the usual tuition. They are open only to candidates who are not over 30 years of age at the time the appointment is to be made. Applications must be filed no later than February 1, 1945. Successful candidates will be notified on April 1.

Assistantships in various departments of the university library and in some departmental libraries will also be available to graduate students. Three-quarter-time appointments require 30 hours of work a week and pay a monthly salary of $109.50; half-time appointments require 20 hours a week and pay $73 a month. The length of time required by the student to complete the requirements for the M.S. degree varies with the individual, but usually does not exceed two years. Applications for assistantships should be filed as soon as possible and no later than May 1, 1945. Appointments will be announced on June 1.

All applications should be addressed to R. B. Downs, director, University of Illinois Library School.

## THE 1944 CONFERENCE OF DEANS OF SOUTHERN GRADUATE SCHOOLS

As the result of a discussion of the accreditation of graduate schools, the Conference of Deans of Southern Graduate Schools, meeting in New Orleans, November 9–10, appointed a committee to draw up a statement of the minimal standards for the Ph.D. degree. The committee comprises W. W. Pierson, the University of North Carolina, chairman; C. B. Hoover, Duke University; and W. D. Funkhouser, University of Kentucky.

The conference also voted to co-operate with other agencies in a south-wide study of teacher education. For this study the following committee was appointed: Philip Davidson, Vanderbilt University (Nashville, Tenn.), chairman; George H. Boyd, University of Georgia; Herbert Drennon, Mississippi State College; John L. Daniel, Georgia School of Technology; and Ellis W. Shuler, Southern Methodist University, Dallas.

The following resolution was adopted by the conference:

RESOLVED: That the conference . . . learns with keen distress of the events that have recently occurred at the University of Texas during which the principles of free speech and responsible teaching seem to have suffered challenge and suggests to its chairman the propriety of appointing a committee of three to confer with the officers of the Southern University Conference and the Southern Association of Colleges and Secondary Schools to consider some investigation and to report on the circumstances of the situation in the interest of any principles that may be threatened.

The committee appointed for this purpose is made up of Roger P. McCutcheon, Tulane University, chairman; Dean Pierson; and William O. Scroggs, Louisiana State University.

The officers elected for 1944–45 are Dean Funkhouser, president; D. C. McIntosh, Oklahoma Agricultural and Mechanical College, vice-president; and Dean McCutcheon, secretary-treasurer. The Executive Committee: Dean Scroggs, Dean Hoover, and Fred C. Smith, the University of Tennessee.

## THE MOOSEHEART (ILL.) LABORATORY FOR CHILD RESEARCH

THE National Advisory Council for Child Research of the Mooseheart Laboratory for Child Research met in Mooseheart, November 17–19,

to discuss "research in progress at this nationally known child community and to offer suggestions for cross-sectional and longitudinal studies for the future."

The council of scientists and educators was established in 1930 by the director of the laboratory, Martin L. Reymert, and was recently reconstituted to embrace the following members: John E. Anderson, professor of psychology, University of Minnesota; Allan G. Brodie, head, department of orthodontia, University of Illinois; Ernest W. Burgess, professor of sociology, A. J. Carlson, professor emeritus of physiology, Wilton Marion Krogman, associate professor of anatomy and physical anthropology, and R. W. Tyler, professor of education, the University of Chicago; H. F. Helmholz, professor of pediatries, University of Minnesota; Ernest Horn, professor of education, the State University of Iowa; R. L. Jenkins, psychiatrist, Institute for Juvenile Research (Chicago); C. A. Prosser, department of vocational education, William Hood Dunwoody Industrial Institute (Minneapolis); Louise Stanley, special assistant to the research administrator, U. S. Department of Agriculture; and Carl R. Rogers, professor of clinical psychology, the Ohio State University.

## A DANISH FOLK HIGH SCHOOL FOR AUSTRIA'S YOUTH

UNDER date of October 10, SCHOOL AND SOCIETY received from Maria D. Simon, of London, an account of a plan for the establishment on Danish soil of a training school "for teachers in adult education and youth leaders for Austria." In a letter accompanying the report, Mrs. Simon says:

> We are trying to strike a balance between the idea that re-education must be linked with a regeneration from within and cannot be imposed by foreigners on an unwilling people and the idea that the democratic way of life cannot be imparted to future generations of Austrians by teachers and leaders who were themselves the product of Fascist education. We believe that this compromise can be achieved through the intermediary of the Danish folk high school.

The plan was originated by Mrs. Simon and her husband, Joseph T. Simon, who was sentenced to imprisonment in Austria in 1935 for his part "in organizing the Social-Democratic Youth Organization." After his release from prison, he went to Denmark and served from 1937 to 1940 as a teacher in the folk high schools of Elsinore, Askov, and Ry. Following the German occupation of that country, he escaped to Sweden and later came to the United States, where he volunteered for service in the Armed Forces. He is now a master sergeant in the European theatre of war. Mrs. Simon is Czechoslovak and has had years of teaching experience in the social sciences.

The report discusses the background of Austrian youth as influenced by the ideology and educational practices of the Nazis and suggests ways and means of counteracting these influences. The objectives of the rehabilitation of Austrian youth are, in part, as follows:

> 1. [Rehabilitation] must acquaint this generation of Austrians . . . with the heritage of democratic and humanitarian thought.
>
> 2. To be lasting, it must help overcome the notions that Nazi ideology will have left in their minds by giving them a new, constructive creed.
>
> 3. It must aim at finding at the earliest opportunity the largest possible number of persons qualified by their knowledge and spiritual outlook to fill the vacant teaching posts. . . .
>
> 4. A mere reversal of Nazi educational policy is not enough. Such is the damage wrought by six years of Nazi education that we can hardly hope to scratch the surface . . . unless we are prepared to explore new methods of approach.

Because of the success of Denmark in educating her populace in the knowledge and appreciation of history, sociology, economics, poetry, religion, philosophy, and psychology, following her defeat by the Prussians in 1864, it is believed that the system used in the folk high schools could be best adapted to the problems of Austrian rehabilitation. The students will be drawn from "the opponents of the Nazi regime." While the method of selection cannot at this time be determined, it is believed that persons who have been active in the resistance movement would be logical candidates for such training. The factors of character, personality, and a desire for knowledge for its own sake will also be considered. The training will be threefold: (1) to give factual information, (2) to give moral guidance, (3) to give practical instruction in methods of using the knowledge gained.

The plan to establish the school in Denmark is based on the following reasons:

1. To remove the school from the political and economic confusion of postwar Austria. . . . To put some distance between the school and the homeland of the students [and so] help them toward a more detached and impartial attitude of mind. . . .

2. [The necessity] of acquainting the students personally with the system and . . . spirit of the Danish folk high schools.

Mrs. Simon reports that Danes in London and America have "expressed their sympathy with our plans." It is hoped that capital for the school may be advanced by Allied sources. The Danish government will be asked to lend the necessary buildings. The authors of the plan would be grateful for criticisms and suggestions from the readers of SCHOOL AND SOCIETY. Such letters may be addressed to Mrs. Joseph T. Simon, 123 Ralph Court, London, W.2.—L. R. B.

# Notes and News . . .

**Appointments, Elections, Resignations, Retirements**

JAMES LEWIS MORRILL, president, the University of Wyoming, has been appointed chancellor of the University of Minnesota, to succeed Walter C. Coffey, whose term of office had been extended until June 30, 1945, one year beyond the date of his retirement, as reported in SCHOOL AND SOCIETY, February 12. Dr. Morrill has petitioned the trustees of the University of Wyoming to release him in time to assume office, July 1, 1945.

JOHN C. BAKER, associate dean, Harvard University, has been elected president, Ohio University (Athens), to succeed Walter S. Gamertsfelder, February 1. Dr. Gamertsfelder has asked that he be returned to his former posts as dean of the Graduate College and dean, College of Arts and Sciences. The inauguration of Dr. Gamertsfelder as the successor of Herman G. James was reported in SCHOOL AND SOCIETY, November 13, 1943.

STEPHEN DUGGAN, director, Institute of International Education, was recently appointed president, Iranian Institute and School for Asiatic Studies, New York. At the same time, Robert Woods Bliss, consultant to the Division of Cultural Relations, Department of State, was named first vice-president. Among the members of the Board of Directors are Sumner Welles, former Undersecretary of State, and Robert Garrett, a banker of Baltimore.

GEORGE W. BOND, dean of the college and of the division of education, Southeastern Louisiana College (Hammond), was appointed acting president of the college, November 3, to succeed J. Leon Clark, president, who was retired.

ELMHIRST DUCKERING, dean of the faculty, University of Alaska, by unanimous action of the Board of Regents, October 19, was named dean of the university, the action "conferring jurisdiction in all departments, resident instruction, agricultural experiment stations, co-operative service in agriculture and home economics, and mining extension."

MARTIN L. COLE, dean, Augustana College (Sioux Falls, S. D.), has been named dean of the college, a new post created at St. Olaf College, Northfield, Minn. One of Dean Cole's duties will be to develop a detailed student-guidance program.

CHARLES W. HOWARD, professor of education and psychology, Whitman College (Walla Walla, Wash.), has been appointed dean of the college and professor of psychology, Lewis and Clark College, Portland, Ore. J. Jerry Fogarty, former director of education in a War Relocation camp in Idaho, has been appointed associate professor of education to succeed Dr. Howard.

LETHER E. FRAZAR, former president, Southwestern Louisiana Institute (Lafayette), has been appointed dean, John McNeese Junior College (Lake Charles, La.), to succeed W. R. Cline, whose appointment as dean, Northeast Junior College (Monroe), was reported in these columns, November 4. Mr. Frazar assumed his post, December 1.

EGBERT M. TURNER, associate professor of education, City College (New York), has been appointed acting dean, School of Education, to succeed the late Esek Ray Mosher, whose death was reported in SCHOOL AND SOCIETY, November 11.

JAMES P. ADAMS, vice-president, Brown University, has been appointed provost of the University of Michigan to succeed E. Blythe Stasen, dean, School of Law, who has resigned to devote his entire time to his duties in the school.

OSWALD TOWER and G. GRENVILLE BENEDICT have been appointed faculty dean and dean of students, respectively, Phillips Academy (Andover, Mass.), according to a recent announcement by Claude M. Fuess, headmaster. Alexander Gibson, formerly head of the department of French, Mount Hermon (Mass.) School, has been appointed teacher of French.

A. ATHERTON MIDDLETON has been appointed headmaster, St. Paul's School, Baltimore.

ASHLEY B. STURGIS, acting headmaster, St. Louis Country Day School, was recently appointed to the headmastership by the Board of Trustees.

LEO R. KENNEDY, former dean, School of Education and Social Sciences, St. Louis University, has been appointed director of the veterans' guidance and counseling service, Marquette University, Milwaukee.

WALTER R. GOETSCH, dean, School of Arts and Sciences, Fenn College (Cleveland), on December 1 became director and manager of the veterans' special instruction program that has been established in the State University of Iowa "to facilitate educational progress of discharged veterans in the colleges of Liberal Arts and Commerce." The program is adapted to the following types of activity: "(1) completion of courses interrupted by call to service; (2) completion of certain prerequisites; (3) completion of courses, a part of which was taken during service; (4) completion of full semester or year courses; (5) completion of preparation for establishment of credit by examination; (6) completion of 'refresher' courses."

J. W. MACDONALD, former superintendent of schools, Batavia (Ohio), was recently appointed head of the department of education and director of personnel, Wilmington (Ohio) College.

JENNIE S. GRAHAM, co-ordinator of distributive education, Rochester (N. Y.) Board of Education, assumed the headship of the department of retailing, University of Buffalo, September 16, according to a report reaching SCHOOL AND SOCIETY, November 22.

KENNETH E. SCHILLING, formerly of the staff of Eastern Oregon College of Education (La Grande), has been appointed choral director and assistant professor of music, Whitman College; Howard E. Pettersen, formerly of the State College of Washington (Pullman), has been named instructor in physics.

C. L. SHARTLE, chief, Division of Occupational Analysis, USES and WMC, has been appointed co-ordinator of personnel research and professor of psychology, the Ohio State University.

JOHN W. THOMAS, former secretary of the department of city work for the American Baptist Home Mission Society of the Northern Baptist Convention, was appointed professor of practical theology, Crozer Theological Seminary (Chester, Pa.), November 22.

JOHN STRONG PERRY TATLOCK, professor of English, University of California (Berkeley), has been named faculty research lecturer for the academic year. His lecture will be given next March in connection with the observance of Charter Day. In announcing Dr. Tatlock's selection as lecturer, the committee said: "He is generally recognized as one of the most outstanding of American medievalists."

MARIO CAMARINHA DA SILVA, teacher of Spanish-American literature, Faculdade Catolica de Filosofia and the Faculdade de Filosofia de Instituto Santa Ursula, Rio de Janeiro, has been appointed lecturer in Portuguese, University of California, Berkeley.

EARL J. MCGRATH, dean of administration and professor of education, University of Buffalo, was released on November 16, from active duty as an officer in charge of the Educational Service Section, Bureau of Naval Personnel, and has resumed his former post.

EDWIN D. DICKSON, dean, School of Jurisprudence, University of California (Berkeley), whose appointment as a special consultant on international law and related matters, U. S. Department of Justice, was reported in SCHOOL AND SOCIETY, July 19, 1941, has returned to his post at the university.

LIEUTENANT IRVING R. MELBO, associate professor of education, University of Southern California (Los Angeles), recently returned to the campus following twenty-two months in specialized service with the Bureau of Navy Personnel in Washington, D. C. He also saw service in England in preparation for D-Day, in Greenland, and in the European-African activities.

JOSEPH GAVIT, associate state librarian of New York, has been appointed acting state librarian to succeed Robert W. G. Vail, librarian, whose appointment as director of the New York Historical Society (New York City) was reported in SCHOOL AND SOCIETY, October 7.

CLYDE HULL CANTRELL, director, the M. Paul Phillips Library, Birmingham-Southern College, assumed the directorship of libraries, Alabama Polytechnic Institute (Auburn), November 27.

EDWARD D. WHITTLESEY, formerly director of public information, Western Reserve University, is now director of public relations, University of Denver.

GERTRUDE M. LEWIS was recently appointed publicity secretary, Hollins College, Va.

MRS. WALTER WILLIAMS, formerly of Texas College of Arts and Industries (Kingsville), has been appointed director of public relations, Rockford (Ill.) College.

MORRIS HADLEY, a partner in the law firm of Milbank, Tweed, and Hope, New York City, was elected president of the Russell Sage Foundation, November 16; Joseph P. Chamberlain, professor of public law, Columbia University, was elected vice-chairman; Arthur H. Ham, executive vice-president, Provident Loan Society of New York, was named treasurer; and John M. Glenn, for twenty-four years general director of the foundation, was re-elected secretary of the board.

AT the seventh annual meeting of the American Conference of Teacher Examiners, held in Philadelphia, October 5–6, the following officers were elected: Howard Long, examiner, Washington (D. C.), chairman; John R. Emens, director of personnel for the public schools of Detroit, secretary; and Wilford D. Hopkins, director, division of examinations, Philadelphia; Treffle Boulanger, director of studies and personnel, Montreal; and H. L. Cleland, director of personnel, Pittsburgh, members of the Steering Committee. The meeting was under the direction of Mr. Hopkins. Next year's conference will be held in Detroit, October 18–20.

PAUL R. GLEASON, professor of physics, Colgate University (Hamilton, N. Y.), was elected chairman of the New York State Section of the American Physical Society at the recent annual meeting of the organization. Dr. Gleason succeeds W. B. Rayton, of the Bausch and Lomb Optical Company, Rochester.

JULIAN A. MCPHEE, president, California Polytechnic School (San Luis Obispo), and chief, bureau of agricultural education, state department of education, has been appointed to the newly created post of director of vocational education in the department. He will continue to serve the presidency of the school in addition to his new duties. Byron J. McMahon, co-ordinator for the bureau, succeeds Dr. McPhee. H. B. McDaniel, special supervisor, bureau of occupational information and guidance, has been named chief of this bureau.

THE following appointments and reappointments to the California State Curriculum Commission were recently announced by Walter F. Dexter, state superintendent of public instruction: Clinton C. Trillingham, superintendent of schools, Los Angeles County, to fill the unexpired term of W. K. Cobb, formerly superintendent of schools, Veutura County, who resigned from the commission to accept the superintendency of the Tulare County university-high-school district; Ray B. Dean, principal, David Lubin Elementary School, Sacramento, to fill the unexpired term of Everett Calvert, now in the Armed Forces; Albion H. Horrall, superintendent of schools, San Mateo, and Peter L. Spencer, professor of education, Claremont Colleges, reappointed for terms of four years, ending August 29, 1948.

ANNE HOLDFORD, formerly supervisor of the child-care program in New Jersey, has succeeded Imogene Talcott as supervisor of child care in the bureau of child development and parent education, New York State Education Department. Miss Talcott resigned to accept the principalship of an elementary school in Oregon.

R. H. RIVENBURG, who has served for twenty-two years as dean, Bucknell University (Lewisburg, Pa.), recently announced his intention to retire at the close of the current academic year.

GEORGE E. CARPENTER, superintendent, Weeks School (Vergennes, Vt.), resigned, December 1. James C. Foster, assistant superintendent, has succeeded Mr. Carpenter as acting superintendent, and William E. Flanders, director of education and training, has in turn succeeded Mr. Foster.

**Recent Deaths**

ELISABETH WALLACE IMES died, November 18, at the age of ninety-two years, according to word received on November 20 from her son, William Lloyd Imes, president, Knoxville (Tenn.) College. Mrs. Imes, widow of the late Reverend Benjamin A. Imes, carried on her husband's work in the mission schools of Alabama for several years after his death in 1908. Mr. Imes had spent thirty years as a "pioneer home missionary, clergyman, and educator . . . in Tennessee and Alabama."

THE REVEREND MICHAEL J. WALSH, S.J., regent of the School of Law, Loyola University (New Orleans), succumbed to a heart attack, November 20, at the age of sixty-nine years.

THOMAS FRANCIS FOX, former principal of the academic department, New York School for the Deaf (New York City), died, November 20, at the age of eighty-five years. Dr. Fox had been associated with the school from 1883 until his retirement, 1933.

CHARLES W. RACINE, former dean of law, University of Toledo (Ohio), and a practicing attorney of the city, died, November 20, at the age of forty-six years.

THE REVEREND J. LEONARD CARRICO, C.S.C., director of studies, University of Notre Dame, died, November 21, at the age of sixty-two years. Father Carrico had served the university as professor of English (1908–30), dean (1913–23), College of Arts and Letters, and director of studies, since 1930.

JOHN E. BARSS, former head of the department of Latin, the Loomis School (Windsor, Conn.), died, November 21. Dr. Barss, who was seventy-three years old at the time of his death, had served as a teacher of Latin (1893–1919), the Hotchkiss School (Lakeville, Conn.), and as head of the department of Latin, the Loomis School, from 1919 until his retirement in 1941.

MAJOR GENERAL CAMPBELL B. HODGES, president emeritus, Louisiana State University, whose retirement was reported in SCHOOL AND SOCIETY, June 24, died of a cerebral hemorrhage, November 23, at the age of sixty-three years. After an active military career that began with his graduation from the United States Military Academy at West Point (1903), General Hodges was appointed commandant of the academy in 1926. In 1929, he was named military aide to President Hoover. From this time until 1941 he held a number of responsible posts in the Panama Canal Zone and the Philippines. He had served as president of Louisiana State University from 1941 until illness forced his retirement last June.

JAMES MORTON PATON, archaeologist, died, November 23, at the age of eighty-one years. Dr. Paton, who was a former editor of *The American Journal of Archaeology*, had served as professor of Latin (1887–91), Middlebury (Vt.) College, and instructor and associate professor of Greek (1895–1908), Wesleyan University, Middletown, Conn.

GEORGE ARTHUR UNDERWOOD, professor of Romance languages, Woman's College of the University of North Carolina (Greensboro), succumbed to a heart attack, November 24, at the age of sixty-two years. Dr. Underwood had served as professor of French and Latin (1906–08), Missouri Valley College (Marshall); instructor in Romance languages (1912–13), University of Missouri; professor of Romance languages (1913–14), Kenyon College (Gambier, Ohio); instructor and assistant professor of French (1914–18), Smith College; professor of Romance languages and head of the department (1918–24), Iowa State Teachers College (Cedar Falls); and at the Woman's College since 1924.

EUNICE FULLER BARNARD, educational director, the Alfred P. Sloan Foundation (New York City), died, November 25. Mrs. Barnard, who was fifty-six years old at the time of her death, had edited the educational section of *The New York Times* from 1930 to 1938, when she was appointed to the directorship at the founda-

tion. In addition to her work as an editor, Mrs. Barnard had written two books, "The Book of Friendly Giants" and "How the Old World Found the New."

Ruth Voorhees Atkinson, head of residents, Spence School (New York City), died, November 25, at the age of forty-nine years. Miss Atkinson had served as head of the department of physical education, University of California (Los Angeles), for a number of years before going to the Spence School in 1936.

John Barlow, dean emeritus, Rhode Island State College (Kingston), died, November 26. Dr. Barlow, who would have been seventy-two years old on November 28, had served as professor of science (1898–1901), Fairmont (W. Va.) State College, and professor of zoology (1901–42), dean of science (1924–42), and vice-president (1930–42), Rhode Island State College.

### Other Items

Beginning January 1, the professional magazine service to vocational educators published by the American Vocational Association for its members will be enlarged, according to a statement issued jointly by John A. McCarthy, president, and L. H. Dennis, executive secretary, AVA.

## Shorter Papers . . .

### BASIC CAUSES OF OUR WAR WITH GERMANY

At basis, the chief cause of this war is not the failure of the Versailles treaty; or the lack of punishment meted out to Germany after the armistice of 1918; or the failure to police Germany then and later; or the treatment accorded Germany by the Allies; or the money given Germany by the United States to help her recover. None of these are basic causes. They are used as occasions, or plausible excuses, by a people dominated by other views and purposes.

Certain ideas imbedded in the long-time German culture are the basis for the present conflict, and, unless these causes are eliminated, the attempt to conquer and rule the world will happen again. There are two root ideas back of all this mess and virtually all Germans believe these ideas in varying degrees. The first is that Germans constitute a superior race of people. This is so evident that "all who run may read," but are we not likely to overlook it and make provision for striking at some other secondary cause? *Wir sind die Uebermensch,* say the Germans. This has been said for several centuries. It has been taught to children in the German schools. It is a part of German political theory and taught in German universities. It has been a part of the writings of several German philosophers of note. The usual means of dissemination of ideas—press, magazines, radio, cinema, and other propaganda agencies—keep this idea alive among Germans and quite effectively exclude other ideas. Parallel to this idea is its counterpart that other nations are not only inferior, but degraded and unworthy of any status except the status of slaves or near slaves. This idea has come to full flower under the Nazi regime, and it is openly and freely proclaimed by Hitler and others. The conservatives of Germany, the industrialists, the financiers, the intelligentsia, with very few minor exceptions, believe in these two ideas and act upon them accordingly.

The second idea is that Germany, and no other nation, shall rule the world. *Die Uebermenschen* have no job unless they rule others. So they sing "Deutschland über Alles" and really mean it. This idea is as assiduously instilled into German children as the two mentioned above. This idea with the other two are used with all means to keep German people thinking that they have a God-given mission to rule others and others have a God-given mission to submit to the rule of Germany or suffer destruction.

In the writer's judgment, all other ideas stem from these three in so far as international relations are concerned. Even the German concept of the "police state" is made necessary by them. Cruelty, decimation of opposing populations, and disregard of common honesty and decency are justified by the idea that they are necessary. This is why Von Bethman-Hollweg said during the rape of Belgium in 1914, "Necessity knows no law, and treaties are but scraps of paper."

Because of the character of these basic causes, many proposals for the treatment of Germany

are far beside the point. Of course, there will have to be the use of force and there will have to be other things also. The chief problem, however, is how to uproot these basic and causal and motivating ideas from the beliefs of the millions of Germans and their culture. The division of Germany into separate parts as suggested by Sumner Welles is a secondary matter, maybe a necessary one, but it is not basic. It does not direct its purpose to the underlying causes. Policing Germany may be necessary for years, but this does not strike at the underlying causes. In fact, policing can possibly add to the German's determination to cling to these ideas. Enforcing certain teaching within German schools is not likely to succeed. Germany tried this in Alsace-Lorraine and failed. It has been tried at other times and has not succeeded except after the elimination of people (the "liquidation") who held contrary basic ideas.

Compelling Germany to rebuild parts of the world she has destroyed may be justified and may be necessary, but this is aimed at restitution to the injured and not at the elimination of basic causes.

It is the writer's judgment that on this issue the Allied nations will succeed or fail. He has no remedy to propose except to state that, in some way, Germans will have to be changed, and that such changes as are contemplated must be brought about by education, but not just any education.

By education, the writer means the processes involved in making changes in opinions, understandings, beliefs, attitudes, and thinking abilities of people. Schools constitute but one of the agencies that direct such processes, and schools alone probably cannot bring about such changes as are necessary. All agencies that direct educational processes will be needed to change a culture, and such changes are likely to be gradual—painfully gradual and slow. Newspapers, magazines, books, pamphlets, radio, motion pictures, open forums, etc., widely used, may do as much or possibly more than schools. But schools coupled with these agencies can do much.

Most careful planning of any program will be necessary, and the few Germans who are willing and interested in other ideas of life will have to share in the planning and in the execution. But somewhere in the offing will have to be the clear-cut idea that such proposed changes are to be made, and that the promoters are really to do the job and be given time to do it. If this factor is omitted, the rest of the Germans can and will go on as they have, and the same old cycle of war and armistice will continue.

The writer recognizes the dilemma of the opposition of Germans and the educational program necessary. But such dilemmas need not remain permanently, if wisdom guides programs.

A. R. MEAD
DIRECTOR, EDUCATIONAL RESEARCH,
COLLEGE OF EDUCATION,
UNIVERSITY OF FLORIDA

## LET'S BE BETTER SUBSCRIBERS!

Two associated and regrettable conditions, prevalent among teachers from the lowest institutions to the highest, are narrowness of reading and failure to support essential professional magazines.

In my own work it oppresses me to see instructors in French uninterested in anything Spanish or Italian, or dealers in Spanish who never glance inside *The French Review*. The professors of English who disregard all the foreign-language periodicals, and the Greek and Latin professors oblivious to all publication that is not labeled "classical," are in the same category of the narrow and neglectful. And so the list extends. There is an especial cleavage in many places between departments of Education and those engaged mainly in factual content courses, but the elements on the two sides of the cleft make little or no endeavor to keep abreast of what "the other party" is doing and proposing.

Ours is a specialization era, as every one knows, but the common cry that there is "no time" for an occasional quiet look around at what is going on in the educational world outside our particular limited bailiwicks is quite specious. It is remarkable what an amount of good-will browsing can be accomplished in an hour or so a week, or, if time does really press so hard, in an hour or two a month. Manifestly, as I view the scene, it is a question not of shortness of time, but, as already suggested, of absence of concern. Too many of us began to

specialize before we had attained to any marked degree of inward ripeness; a thought which irresistibly inclines me here to put in a word for the classics disciplines. Some tell us it is a turning backward of the wheels of progress to attempt to put all intellectual workers through at least the Latin mill, and even some classicists express ideas of defeatism and appeasement in this matter. But, without being a representative Latinist, I venture to affirm that the Latin discipline, or something very closely resembling it, has to be experienced if a wide-embracing and tolerant type of education is to be realized. How are we so-called intellectual laborers to expect to meet on any sort of common intellectual ground if our formative years are altogether bereft of a strong common intellectual bond? And what mental accoutrement is so transcendently essential for common purposes as possession of the bases of the language arts, the most veritably intimate phenomena in the lives of men?

But I return forthwith to talk about subscriptions, though without feeling that any of the above is alien to the discussion of that theme.

A teacher in high school, college, or university, should not only subscribe to journals connected with his own specialization, but should go as far as he possibly can beyond that sphere. If I subscribe to SCHOOL AND SOCIETY, the fact does not stamp me as a philanthropist. I want SCHOOL AND SOCIETY, to have and to hold, because it covers a vast territory, including my Romance languages. There is nothing indeed, in all education, that it does not at one time or another touch informatively and entertainingly. And of course there are other education journals that do the same thing in diverse and instructive ways.

Why is it, may I ask, that a teacher will spend tens and hundreds of dollars a year on trips to professional gathering places, while refusing to sustain with his substance the publications which voice the best thought and furnish the completest information and stimulation in his and other related fields? I will try a partial answer.

Men in college and university go to the gatherings in large measure for relief and recreation; which are legitimate reasons, as far as they go. But I think they talk up the "immense benefits" alleged to accrue partly as defensive explanation to their wives, whom usually they cannot, or do not, take along. Some go for the purpose of making contacts and thereby securing promotion to higher places. It is perhaps not judicious to elaborate further details of possible motives that may actuate many, and I recognize, besides, that numbers are moved by the very highest forms of loyalty and zeal.

It would be senseless indeed to condemn professional gatherings, root and branch, or to deny their efficacy for good to those who, in laudable honesty, answer the clarion calls to attendance. Even the state teachers' meetings, where thousands from the high schools and elementary schools swell the serried ranks of faithful travelers and hotel guests, no doubt accomplish something of general and particular worth, though any enthusiasm I might have for these mass assemblings is dimmed by observation of the more or less cynical attitudes of what appear to me a majority of the participants, and by the certainty, as a parallel, that military strategy and co-operation in no way depend upon mass-meetings of captains and lieutenants.

I should say that, if a teacher's expendable funds reach so far, after deducting $25.00 or so for subscription to professional and other magazines (preferably not the "digests"), then it is right and proper for him to seek refreshment in the harmless diversion represented in teachers' meetings *en masse;* but that, relatively speaking, it is far more in order, as a means of keeping professional interest alive and a world outlook in a good state of health, to subscribe to the journals, read them assiduously the year round, and aspire to take public part as contributors in the debates and discussions they motivate and originate. It is no doubt true that some given speech delivered from the rostrum has greater power than the same read in cold print, but it can just as often happen that the speaker will bring a disappointment not present in an article digested without encumbrance of the actual presence of its composer.

At any rate, I have presented here a point of view that I am convinced needs presenting. Frequent mass-assemblage of people engaged in the work of education has its host of uncompromising advocates, but if my conception is correct a great many of these are moved in this connection by purely conventional habits of

thought, or habits of not thinking. The really big necessity, that teachers see to their reading, and to the strengthening of the great media for the circulation of educational information and philosophy, by financial support, not of one, but of as many as possible worth-while journals, is being regularly disregarded, or has been lost from sight, by most of those who are called our educational leaders.

A. M. WITHERS

CONCORD COLLEGE,
ATHENS, W. VA.

# Books . . .

## WHAT SHOULD BE THE ALLIES' POLICY TOWARD GERMAN POSTWAR EDUCATION?

*Education in Post-War Germany.* By MINNA SPECHT. 40 pp. London, W. 1.: International Publishing Company, 1944. 1s.

POLITICAL writers discussing postwar education in enemy countries tend to be specific only regarding general aims. Educators, on the other hand, often are politically naïve. And both groups generally possess at best a limited imagination of what has become of youth after more than a decade of Nazification. Minna Specht, a German teacher now living in England, is qualified to write on the subject since she combines knowledge of German youth, educational experience, and political consciousness. She knows that education and politics "must have a common aim," and perhaps she should have been more outspoken in warning us that only if the armies of occupation collaborate with true democrats in Germany can we expect to see German youth educated in a democratic spirit.

The author is a level-headed judge of the political history of German youth and she has no illusions as to what we might expect in the process of re-education. Just as we must not forget that Hitler's party never had a majority of the people behind it in any free election, Miss Specht reminds us that in 1932, while the Nazi movement was growing, only one per cent of the organized boys and girls belonged to the Hitler Youth. On the other hand, she does not minimize the fact that Nazism succeeded in making itself attractive to many young people by giving them the feeling that they were needed and were taken seriously by their government. The military defeat will be educationally significant only if these young people realize that they were taken seriously by the Nazis, not as human beings, but only as potential soldiers.

There is a danger in expecting a sudden change among young Germans. As Gilbert Murray rightly, though somewhat summarily, points out in his Preface, "bitterness and fury, not change of heart, are the normal effects of defeat upon a proud nation." Only a minority of "martyrs" will cling to the Nazis, a certain group of boys who will be the prouder of their loyalty the harder life for the Nazis becomes after their defeat. However, a larger number, Minna Specht predicts, will turn opportunists and cynics. She recommends that, during a transition period, endangered youths should be gathered in camps and hostels where they will do socially useful work and get the necessary preparation for a life ruled by justice and law.

This is the time to remember the "lost generation" of young Germans who had learned nothing but warfare, who were never integrated into the economic and political life of the Republic, and who became the early members of free-corps and brown battalions. Without fully discussing the difficult problem of depriving men in their early twenties of their freedom, Miss Specht believes that work camps with reliable teachers should have the task of preventing young Nazis from associating again with militaristic organizations. We should add, however, that the success of such educational rehabilitation will depend primarily upon the economic opportunities which a new Germany will be able to offer these young men.

Speaking of the future schools in general, Miss Specht draws from years of experience in Progressive education. The democratic school in a democratic country is, in the author's words, a "Children's Republic." If such a school is to replace the authoritarian institution which the Nazis have made the responsibility of the Army Department of Youth Psychology, educators will gain a great deal from a revaluation of the tenets of German Progressive edu-

cators, such as Kerschensteiner, Otto Oestreich, and others. In this field, people like Minna Specht, she herself the principal of an experimental school until 1933, will make their contributions. Self-government, coeducation, cooperative activities, and international-mindedness are to be the keywords of a rebuilt education. The revamping of subjects and the rewriting of text-books will be the consequence of new aims and attitudes.

Miss Specht attempts to explain the collapse of the teachers' morale under the Nazis; yet only a thorough sociological analysis of the teaching profession could do justice to this problem. Speaking of first measures following the occupation, the author demands that teachers, like other civil servants, should be dismissed, and that no one should be reinstated except on probation. She predicts a great lack of available teachers; she hopes that suitable persons who know certain subjects and show talent and love for the teaching profession will be trained in short courses and, together with foreign teachers and radio broadcasts for schools, will be able to make up at least partly for the lack of trained native teachers.

Miss Specht steers a middle course between the extremes of complete foreign domination and German sovereignty in the field of education. In leaving the determining of the precise proportion of the two factors to AMG and its Russian equivalent, she allows for the unpredictability of internal resistance and co-operation in occupied Germany.

We hope that politically reliable and professionally competent people like Minna Specht will have a voice in the rebuilding of postwar education in all conquered countries.

KURT BERGEL
DEEP SPRINGS (CALIF.) COLLEGE

## RECENT *Publications*

CRESSMAN, EDITH M. (editor). *Functional Case Work in a Medical Setting.* Pp. 84. Pennsylvania School of Social Work, 2410 Pine St., Philadelphia 3. 1944. 50¢.

HAYNES, CARLYLE B. *Calendar Change Threatens Religion.* Pp. 24. Illustrated. Religious Liberty Association, Washington 12, D. C. 1944.

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HORKHEIMER, MARY FOLEY, and JOHN W. DIFFOR (compilers and editors). *Educators Guide to Free Films* (revised). Pp. 192. Educators Progress Service, Randolph, Wisc. 1944.
Includes titles of films, sizes (16 or 35mm.), type (sound or silent), number of reels, running time, dates of release, annotations, terms and conditions of loans, names and addresses of agencies.

•

HUGHES, RAYMOND M., and JAMES A. STARRAK. *Prospective Enrollments in the Public Schools and Colleges of Iowa.* Pp. 29. May be secured from either author, Iowa State College of Agriculture and Mechanic Arts, Ames. 1944.

•

*More Efficient Use of Women in Industry.* Pp. xiii + 91. Illustrated. Tennessee State Board for Vocational Education, Nashville 3. 1944.
A composite report of five training conferences for management and women representatives of industry in Tennessee.

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WOODY, CLIFFORD (editor). "Adjustments in Education to Meet War and Postwar Needs." *Yearbook* XXIX, The National Society of College Teachers of Education. The Ann Arbor (Mich.) Press. 1944.

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